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increase in publications up to the high-water mark in 1904 (37 articles). In recent years the most active advocates of a direct method have been E. W. Bagster-Collins, S. W. Cutting, C. H. Handschin, C. M. Purin, C. A. Krause, William R. Price, Julius Sachs, and William B. Snow.

WILLIAM F. LUEBKE

STATE UNIVERSITY OF IOWA

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*The High School.* By JOHN ELBERT STOUT, Professor of Education, Cornell College, Iowa, with Introduction by LOTUS D. COFFMAN, PH.D., Professor of Education, University of Illinois. Boston: D. C. Heath & Co., 1914. Pp. xxiii+322.

The field of secondary education, long neglected by writers on educational subjects, is beginning to bring forth an abundant crop. Two types of books dealing with the problems of secondary-school administration have appeared, one treating in a wholly formal manner the existing forms of organization and work of the high school, the other presenting, under the editorship of a single person, a group of chapters covering the entire field of high-school administration, each written by someone regarded as expert in the subject upon which he writes. Examples of the former type are Brown's *The American High School* and Hollister's *High School Administration*; of the latter type are Johnston's *High School Education* and Monroe's *Principles of Secondary Education*. The latest book to appear is *The High School*, by Professor John Elbert Stout. This book avoids the formal character of the one type, and, on the other hand, shows a fundamental unity quite lacking in the other type. The author undertakes to define the aim of secondary education in terms of social efficiency. To secure this aim he makes a careful examination and suggests a reorganization of the means employed—curriculum, organization, and teaching. Part I deals with the function of the high school, in which are taken up, among other topics, the physical aspects of education, vocational training and guidance, preparation for leisure occupations, preparation for college, and the education of girls. Part II deals with the organization and administration of the high school, including the selection and organization of material making up the curriculum and the social organization in its relation to the curriculum, school government, equipment, and teaching.

Although the point of view is not new, the author has here given the most complete and consistent application of it to the organization of the high school that we have yet seen. Neither is the treatment radical. He advocates the elimination of some useless material to which tradition has assigned value; but in the main he would use the old subjects of the curriculum shot through with a new social motive.

The material of the book has grown out of courses in school administration which the author has given to prospective high-school teachers. The reader is likely to miss much concrete illustrative material which classroom discussion

doubtless would develop. Interesting as it is, the book would be much more readable and valuable for many of its readers had the bits of concrete material which it contains been considerably multiplied.

FRANKLIN W. JOHNSON

UNIVERSITY HIGH SCHOOL  
UNIVERSITY OF CHICAGO

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*School Discipline.* By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1914. Pp. vii+259. \$1.75 net.

School discipline, like the poor, is always with us. The subject has so long been treated in educational journals, books, institute and other lectures, that one might well hesitate before attempting to add to the literature of the subject, and a school man could scarcely hope to find a book giving a fresh treatment of this hackneyed topic.

Bagley's *School Discipline*, however, abundantly justifies the author's temerity in undertaking what might well seem a bootless task. Like the other books coming from the facile pen of this versatile writer, its style is so engaging as to invite the reader to read on, even if he does not care to know more about school discipline. Few are the books for teachers which treat a subject so narrow and so technical and at the same time give it something of literary charm. The one before us shows on every page the writer's familiarity with the literature of his profession, past and present, but its phraseology and its vocabulary are the sort which characterize the writings and speech of one who is as much at home in other fields of literature as in the pedagogical one.

There is not a dull chapter in the book. There is not one which we could wish omitted. There are few which do not contain discussions and sensible suggestions pertinent to the science and art of *instruction* as well as that of *discipline*. This is perhaps only a way of stating that the book gives a *fundamental* and not a *superficial* treatment of discipline in the schoolroom.

Principles and methods, not devices, are the author's concern. The modern notion of the meaning of good discipline; the fundamental relation of pupils' behavior to the personality of the teacher; the effect of raising the qualitative standards of school work; the importance of individual assignments; the tonic influence of a regimen of work; the doctrine of *interest* and of *effort* in their mutual relations to discipline, are all discussed in such a fashion as to lead the teacher to see that the *best-disciplined* school is likely to be the one *best taught*, proper discipline coming as a by-product.

On the other hand, there is recognition of the fact that the best-laid schemes of teachers gang aft a-gley, as truly as those of mice and men. With this in mind, there are valuable chapters on the place and limitations of coercive measures; the psychology of reward and penalties; the relation of corporal punishment to the larger ideals of the day; contemporary school penalties; and the various types of children recognized as troublesome ones.